

interchange

FIFTH EDITION

1

Student's Book

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with Jonathan Hull and Susan Proctor

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Informed by teachers

Teachers from all over the world helped develop *Interchange Fifth Edition*. They looked at everything – from the color of the designs to the topics in the conversations – in order to make sure that this course will work in the classroom. We heard from 1,500 teachers in:

- Surveys
- Focus Groups
- In-Depth Reviews

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Plan of Book 1

	Titles/Topics	Speaking	Grammar
	UNIT 1 PAGES 2–7 Where are you from? Introductions and greetings; names, countries, and nationalities	Introducing oneself; introducing someone; checking information; exchanging personal information; saying hello and good-bye; talking about school subjects	Wh-questions and statements with <i>be</i> ; questions with <i>what</i> , <i>where</i> , <i>who</i> , and <i>how</i> ; yes/no questions and short answers with <i>be</i> ; subject pronouns; possessive adjectives
	UNIT 2 PAGES 8–13 What do you do? Jobs, workplaces, and school; daily schedules; clock time	Describing work and school; asking for and giving opinions; describing daily schedules	Simple present Wh-questions and statements; question: <i>when</i> ; time expressions: <i>at</i> , <i>in</i> , <i>on</i> , <i>around</i> , <i>early</i> , <i>late</i> , <i>until</i> , <i>before</i> , and <i>after</i>
	UNIT 3 PAGES 16–21 How much are these? Shopping and prices; clothing and personal items; colors and materials	Talking about prices; giving opinions; discussing preferences; making comparisons; buying and selling things	Demonstratives: <i>this</i> , <i>that</i> , <i>these</i> , <i>those</i> ; <i>one</i> and <i>ones</i> ; questions: <i>how much</i> and <i>which</i> ; comparisons with adjectives
	UNIT 4 PAGES 22–27 Do you play the guitar? Music, movies, and TV shows; entertainers; invitations and excuses; dates and times	Talking about likes and dislikes; giving opinions; making invitations and excuses	Yes/no and Wh-questions with <i>do</i> ; question: <i>what kind</i> ; object pronouns; modal verb <i>would</i> ; verb + <i>to</i> + verb
	UNIT 5 PAGES 30–35 What an interesting family! Family members; typical families	Talking about families and family members; exchanging information about the present; describing family life	Present continuous yes/no and Wh-questions, statements, and short answers; quantifiers: <i>all</i> , <i>nearly all</i> , <i>most</i> , <i>many</i> , <i>a lot of</i> , <i>some</i> , <i>not many</i> , and <i>few</i> ; pronoun: <i>no one</i>
	UNIT 6 PAGES 36–41 How often do you run? Sports, fitness activities, and exercise; routines	Asking about and describing routines and exercise; talking about frequency; discussing sports and athletes; talking about abilities	Adverbs of frequency: <i>always</i> , <i>almost always</i> , <i>usually</i> , <i>often</i> , <i>sometimes</i> , <i>hardly ever</i> , <i>almost never</i> , and <i>never</i> ; questions: <i>how often</i> , <i>how long</i> , <i>how well</i> , and <i>how good</i> ; short answers
	UNIT 7 PAGES 44–49 We went dancing! Free-time and weekend activities	Talking about past events; giving opinions about past experiences; talking about vacations	Simple past yes/no and Wh-questions, statements, and short answers with regular and irregular verbs; past of <i>be</i>
	UNIT 8 PAGES 50–55 How's the neighborhood? Stores and places in a city; neighborhoods; houses and apartments	Asking about and describing locations of places; asking about and describing neighborhoods; asking about quantities	<i>There is/there are</i> ; <i>one</i> , <i>any</i> , and <i>some</i> ; prepositions of place; quantifiers; questions: <i>how many</i> and <i>how much</i> ; count and noncount nouns
	PROGRESS CHECK PAGES 56–57		

Pronunciation/Listening	Writing/Reading	Interchange Activity
Linked sounds Listening for names, countries, and school subjects	Writing questions requesting personal information "Is Your Name Trendy?": Reading about popular names	"Getting to know you": Collecting personal information about classmates PAGE 114
Syllable stress Listening to descriptions of jobs and daily routines	Writing a biography of a classmate "My Parents Don't Understand My Job!": Reading about four jobs	"What we have in common": Finding similarities in classmates' daily schedules PAGE 115
Sentence stress Listening to people shopping; listening for items, colors, and prices	Writing about favorite clothes "Online Shopping: The Crazy Things People Buy": Reading about unusual online items	"Flea market": Buying and selling things PAGES 116–117
Intonation in questions Listening for likes and dislikes	Writing text messages "The World's Most Powerful Female Musician": Reading about a famous musician	"Are you free this weekend?": Making plans; inviting and giving excuses PAGE 118
Intonation in statements Listening for family relationships	Writing an email about family "Do Families Spend a Lot of Time Together?": Reading about four families	"Is that true?": Finding out information about classmates' families PAGE 119
Intonation with direct address Listening to people talking about free-time activities; listening to descriptions of sports participation	Writing about weekly activities "Fit and Healthy? Take the Quiz!": Reading about health and taking a quiz	"What's your talent?": Finding out about classmates' abilities PAGE 120
Reduction of <i>did you</i> Listening to descriptions and opinions of past events and vacations	Writing a blog post "Awesome Vacations": Reading about different kinds of vacations	"Memories": Playing a board game PAGE 121
Reduction of <i>there is/there are</i> Listening for locations and descriptions of places	Writing about neighborhoods "Hip Neighborhoods of the World": Reading about popular neighborhoods	"Where are we?": describing and guessing locations PAGE 122

Titles/Topics	Speaking	Grammar
	UNIT 9 PAGES 58–63 What does she look like? Appearance and dress; clothing and clothing styles; people	Asking about and describing people's appearance; identifying people Questions for describing people: <i>What...look like, how old, how tall, how long, and what color</i> ; modifiers with participles and prepositions
	UNIT 10 PAGES 64–69 Have you ever been there? Past experiences; unusual activities	Describing past experiences; exchanging information about past experiences and events Present perfect yes/no and Wh-questions, statements, and short answers with regular and irregular past participles; <i>already</i> and <i>yet</i> ; present perfect vs. simple past; <i>for</i> and <i>since</i>
PROGRESS CHECK PAGES 70–71		
	UNIT 11 PAGES 72–77 It's a really nice city. Cities; hometowns; countries	Asking about and describing cities; asking for and giving suggestions; talking about travel Adverbs before adjectives; conjunctions: <i>and, but, though, and however</i> ; modal verbs <i>can</i> and <i>should</i>
	UNIT 12 PAGES 78–83 It's important to get rest. Health problems; medication and remedies; products in a pharmacy	Talking about health problems; asking for and giving advice; making requests; asking for and giving suggestions Adjective + infinitive; noun + infinitive; modal verbs <i>could</i> and <i>should</i> for suggestions; modal verbs <i>can, could, and may</i> for requests
PROGRESS CHECK PAGES 84–85		
	UNIT 13 PAGES 86–91 What would you like? Food and restaurants	Expressing likes and dislikes; agreeing and disagreeing; ordering a meal <i>So, too, neither, and either</i> ; modal verbs <i>would</i> and <i>will</i> for requests
	UNIT 14 PAGES 92–97 It's the coldest city! World geography and facts; countries	Describing countries; making comparisons; expressing opinions; talking about distances and measurements Comparative and superlative forms of adjectives; questions: <i>how far, how big, how high, how deep, how long, how hot, and how cold</i>
PROGRESS CHECK PAGES 98–99		
	UNIT 15 PAGES 100–105 What are you doing later? Invitations and excuses; free-time activities; telephone messages	Talking about plans; making invitations; accepting and refusing invitations; giving reasons; taking and leaving messages Future with present continuous and <i>be going to</i> ; messages with <i>tell</i> and <i>ask</i>
	UNIT 16 PAGES 106–111 How have you changed? Life changes; plans and hopes for the future	Exchanging personal information; describing changes; talking about plans for the future Describing changes with the present tense, the past tense, the present perfect, and the comparative; verb + infinitive
PROGRESS CHECK PAGES 112–113		
GRAMMAR PLUS PAGES 132–150		

Pronunciation/Listening	Writing/Reading	Interchange Activity
Contrastive stress Listening to descriptions of people; identifying people	Writing an email describing a person "The Age of Selfies": Reading about the history of selfies	"Find the differences": Comparing two pictures of a party PAGES 123–124
Linked sounds Listening to descriptions of events	Writing an email to an old friend "Unique Experiences": Reading about four peoples' unusual experiences	"Fun survey": Finding out about a classmate's lifestyle PAGE 125
<i>Can't</i> and <i>shouldn't</i> Listening to descriptions of cities, towns, and countries	Writing about hometowns "A Big 'Hello!' From . . . ": Reading about interesting cities	"Welcome to our city!": Creating a guide to fun places in a city PAGE 126
Reduction of <i>to</i> Listening to health problems and advice	Writing a blog post "Toothache? Visit the Rain Forest!": Reading about a plant used as medicine	"What should I do?": Give suggestions for situations PAGE 127
Stress in responses Listening to restaurant orders	Writing a restaurant review "To Tip or Not to Tip?": Reading about tipping customs	"Planning a food festival": Creating a menu PAGE 128
Questions of choice Listening to a TV quiz show	Writing an article about a place "Earth's Cleanest Places": Reading about three very clean places	"How much do you know?": Taking a general knowledge quiz PAGE 129
Reduction of <i>could you</i> and <i>would you</i> Listening to telephone messages	Writing text message requests "Cell Phone Trouble!": Reading about cell phone problems	"Weekend plans": Finding out about classmates' weekend plans PAGE 130
Vowel sounds / <i>ou</i> / and / <i>u</i> / Listening to descriptions of changes	Writing a plan for a class trip "A Goal Accomplished": Reading about a person's goals	"Our possible future": Planning a possible future PAGE 131

Where are you from?

- ▶ Introduce oneself and others
- ▶ Talk about oneself and learn about others

1 CONVERSATION Please call me Alexa.

▶ Listen and practice.

Arturo: Hello, I'm Arturo Valdez.

Alexa: Hi. My name is Alexandra Costa, but please call me Alexa.

Arturo: OK. Where are you from, Alexa?

Alexa: Brazil. How about you?

Arturo: I'm from Mexico.

Alexa: Oh, I love Mexico! It's really beautiful. Oh, good. Soo-jin is here.

Arturo: Who's Soo-jin?

Alexa: She's my classmate. We're in the same business class.

Arturo: Where's she from?

Alexa: South Korea. Let's go and say hello. Sorry, what's your last name again? Vargas?

Arturo: Actually, it's Valdez.

Alexa: How do you spell that?

Arturo: V-A-L-D-E-Z.



2 SPEAKING Checking information

A PAIR WORK Introduce yourself with your full name. Use the expressions in the box. Talk to the classmate sitting next to you and to three more classmates.

A: Hi! I'm Akemi Shimizu.

A: Shimizu.

B: I'm sorry. What's your last name again?

B: How do you spell that?

B CLASS ACTIVITY Tell the class the name of the first classmate you talked to. Make a list of names.

"Her name is Akemi Shimizu. She spells her name . . ."

useful expressions

Hi! I'm . . .

I'm sorry. What's your first / last name again?

How do you spell that?

What do people call you?

3 CONVERSATION This is Arturo Valdez.

▶ A Listen and practice.

- Alexa** Hi Soo-jin, this is Arturo Valdez.
He's a biology student.
- Soo-jin** Nice to meet you, Arturo.
I'm Soo-jin Kim.
- Arturo** Hi. So, you're from
South Korea?
- Soo-jin** That's right. I'm from Seoul.
- Arturo** Cool! What's Seoul like?
- Soo-jin** It's really nice. It's a
very exciting city.



▶ B Listen to the rest of the conversation.
What city is Arturo from? What's it like?

4 PRONUNCIATION Linked sounds

▶ Listen and practice. Notice how final consonant sounds are often linked to the vowels that follow them.

I'm a biology student. My friend is over there. My name is Alexandra Costa.

5 GRAMMAR FOCUS

▶ Statements with *be*; possessive adjectives

Statements with *be*

I'm from Mexico.
You're from Brazil.
He's from Japan.
She's a business student.
It's an exciting city.
We're in the same class.
They're my classmates.

Contractions of *be*

I'm = I am
you're = you are
he's = he is
she's = she is
it's = it is
we're = we are
they're = they are

Possessive adjectives

my
your
his
her
its
our
their

GRAMMAR PLUS see page 132

A Complete these sentences. Then tell a partner about yourself.

1. My name is Aiko Yoshida. from Japan. family is in Nagoya. brother is a college student. name is Haruki.
2. name is Matias. from Santiago. a really nice city. sister is a student here. parents are in Chile right now.
3. Angelica, but everyone calls me Angie. last name is Newton. a student at City College. parents are on vacation this week. in Las Vegas.



Wh-questions with be

Where's your friend?

He's in class.

Who's Soo-jin?

She's my classmate.

What's Seoul **like**?

It's a very exciting city.

Where are you and Vanessa from?

We're from Brazil.

How are your classes?

They're pretty interesting.

What are your classmates **like**?

They're really nice.

GRAMMAR PLUS see page 132

For a list of countries and nationalities, see the appendix at the back of the book.

B Complete these questions. Then practice with a partner.

1. **A:** Who's that?

B: Oh, that's Mrs. Adams.

2. **A:** Where she from?

B: She's from San Diego.

3. **A:** What's her first name?

B: It's Caroline.

4. **A:** Who are the two students over there?

B: Their names are Mason and Ava.

5. **A:** Where are they from?

B: They're from Vancouver.

6. **A:** How are they like?

B: They're shy, but very friendly.

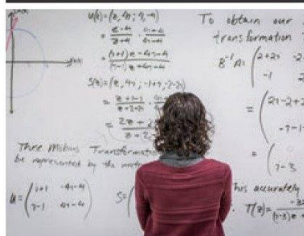
C GROUP WORK Write five questions about your classmates. Then ask and answer the questions.

What's your last name?

Where's Jay from?

6 SNAPSHOT

SCHOOL SUBJECTS



1

math



2



3



4



5



6



7



8

Write the names of the school subjects under the pictures.
What is (or was) your favorite school subject?
What subjects don't (or didn't) you like?

math
history
physics
biology

literature
chemistry
geography
physical education

7 CONVERSATION How's it going?

▶ Listen and practice.

Arturo Hi, Soo-jin!

Soo-jin Hey Arturo. How's it going?

Arturo Great! How are you?

Soo-jin I'm fine, thanks. So, are your classes interesting this semester?

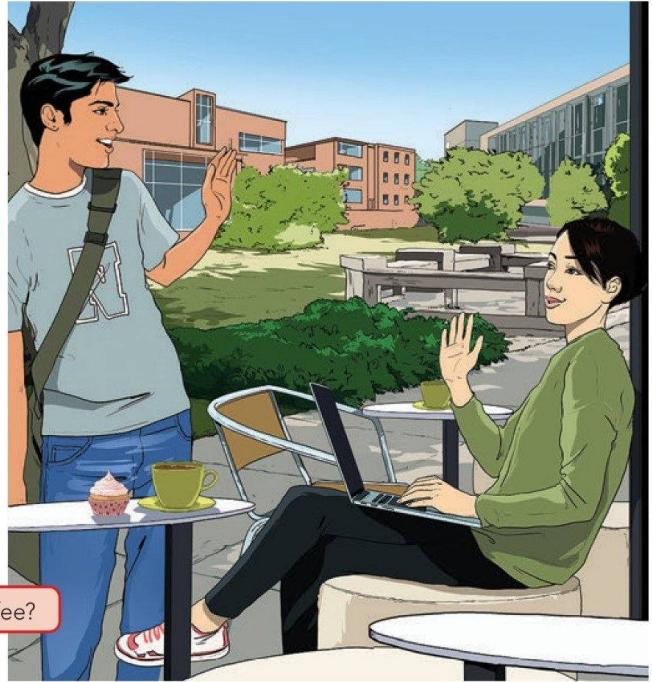
Arturo Yes, they are. I really love biology.

Soo-jin Biology? Are you and Alexa in the same class?

Arturo No, we aren't. My class is in the morning. Her class is in the afternoon.

Soo-jin Oh, OK. Hey, do you have time for coffee?

Arturo Sure. I'd love some coffee.



8 GRAMMAR FOCUS

▶ Yes/No questions and short answers with **be**

Are you free?	Yes, I am .	No, I' m not .
Is Arturo from Mexico?	Yes, he is .	No, he' s not ./No, he isn't .
Is Alexa's class in the morning?	Yes, it is .	No, it' s not ./No, it isn't .
Are you and Alexa in the same class?	Yes, we are .	No, we' re not ./No, we aren't .
Are your classes interesting?	Yes, they are .	No, they' re not ./No, they aren't .

GRAMMAR PLUS see page 132

A Complete the conversations. Then practice with a partner.

- A:** Is Mr. Jones from the United States? **B:** Yes, he is from Baltimore.
- A:** Is your English class at 2:00? **B:** No, it isn't at 3:00.
- A:** Are you and Giovanna from Italy? **B:** Yes, we are from Milan.
- A:** Are Mr. and Mrs. Flores Brazilian? **B:** No, they aren't Peruvian.

B Answer these questions. If you answer "no," give the correct information. Then ask your partner the questions.

- Are you from the United States? _____
- Is your teacher from Canada? _____
- Is your English class in the morning? _____
- Are you free after class? _____

C GROUP WORK Write five questions about your classmates. Then ask and answer the questions.

Are Kate and Phil from Chicago?

9 WORD POWER Hello and good-bye

A Do you know these expressions? Which ones are "hellos" and which ones are "good-byes"? Complete the chart. Add expressions of your own.

- | | |
|------------------|--------------------|
| ✓ Bye. | How are you? |
| ✓ Good morning. | How's it going? |
| Good night. | See you later. |
| Have a good day. | See you tomorrow. |
| Hey. | Talk to you later. |
| Hi. | What's up? |

Hello	Good-bye
Good morning.	Bye.



B Match each expression with the best response.

- | | |
|---------------------|-------------------------|
| 1. Have a good day. | a. Oh, not much. |
| 2. Hi. How are you? | b. Thank you. You, too. |
| 3. What's up? | c. Good morning. |
| 4. Good morning. | d. Pretty good, thanks. |

C CLASS ACTIVITY Practice saying hello. Then practice saying good-bye.

A: Hi, Sakura. How's it going?

B: Pretty good, thanks. How are you?

10 LISTENING Everyone calls me Bill.

▶ Listen to the conversations. Complete the information about each person.

First name	Last name	Where from?	What do they study?
1. William			
2.	Ortiz		
3. Min-soo			

11 INTERCHANGE 1 Getting to know you

Find out about your classmates. Go to Interchange 1 on page 114.

- A** Look at the names in the article. Are any of the names popular in your country? What similar names can you think of?

IS YOUR NAME *Trendy?*

Some people have names that are very unusual and unique. Think about the actress Emily Blunt, for example. Her daughters' names are Hazel (an eye color) and Violet (a flower). Alicia Keys has a son named Egypt. How cool is that? Are these names trendy? The answer is . . . maybe.

Many names seem to be trendy for a while, just like clothes. In the United States, some grandmothers and great-grandmothers have names like Mildred and Dorothy. For grandfathers and great-grandfathers, it's old names like Eugene or Larry. These names usually come from Greek and Latin, but they're not very popular now.

Parents sometimes choose names because they like an actor or a famous person. That's how trends usually start. For example, David and Victoria Beckham have a son named Brooklyn and a daughter named Harper. Now, Brooklyn is a popular boy's name and Harper is a popular girl's name. In the United Kingdom, baby boys often get the name George because of Prince George, Prince William and Kate Middleton's first child.

There is also a trend for names that are things or places (like Egypt). Flower names are becoming more popular: Poppy, Daisy, and Lotus, for example. Space names are cool, too. More and more babies have names like Orion (a star), Luna (the moon), or Mars (a planet).



POPULAR NAMES FOR BOYS & GIRLS

Can you guess who helped make these names popular?

BOYS	GIRLS
Bruno	January
Leonardo	Angelina
Liam	Audrey



Bruno Mars, Leonardo di Caprio, Liam Hemsworth, January Jones, Angelina Jolie, Audrey Hepburn

- B** Read the article. Then check (✓) the sentences that are true.

- ☐ 1. Baby names like Mildred and Larry aren't so trendy now.
- ☐ 2. Many babies are named after clothes.
- ☐ 3. Alicia Keys has a son named Hazel.
- ☐ 4. There is a famous prince named George.
- ☐ 5. Some girls' names are the same as flower names.
- ☐ 6. Babies never have names that are the same as planets or stars.

- C GROUP WORK** What names do you like? Can you think of anyone with an unusual name? Do you know how they got that name? Tell your classmates.

What do you do?

- ▶ Ask and answer questions about jobs
- ▶ Describe routines and daily schedules

1 SNAPSHOT

Six Popular Part-time Jobs in the United States



babysitter



fitness instructor



office assistant



sales associate



social media assistant



tutor

Which jobs are easy? difficult? exciting? boring? Why?

Are these good jobs for students? What are some other part-time jobs?

2 WORD POWER Jobs

A Complete the word map with jobs from the list.

- ✓ accountant
- ✓ cashier
- chef
- ✓ dancer
- ✓ flight attendant
- musician
- pilot
- receptionist
- server
- singer
- tour guide
- web designer

OFFICE WORK

accountant

TRAVEL INDUSTRY

flight attendant

FOOD SERVICE

cashier

ENTERTAINMENT BUSINESS

dancer

JOBS

B Add two more jobs to each category. Then compare with a partner.

3 SPEAKING Work and workplaces

GROUP WORK Form teams. One team member sits with his or her back to the board. Choose a job from page 8 or from the box. Write the job on the board. Your team member asks yes/no questions and tries to guess the job.

More jobs

carpenter	nurse
cook	office manager
dentist	police officer
doctor	reporter
engineer	restaurant host
firefighter	salesperson
front desk clerk	security guard
graphic designer	taxi driver
lawyer	teacher
mechanic	vendor



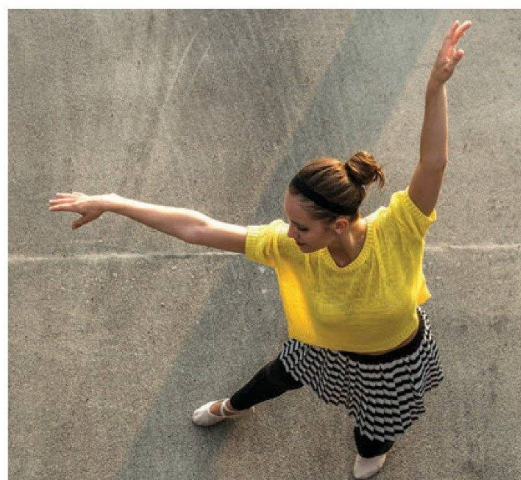
A: Does the person work in a hospital?
B: No, he or she doesn't.

A: Does he or she work in a restaurant?
C: Yes, that's right!

4 CONVERSATION I'm on my feet all day.

A Listen and practice.

- Amy** What do you do, Derek?
- Derek** I work part-time as a server.
- Amy** Oh, really? What restaurant do you work at?
- Derek** I work at Stella's Café downtown.
- Amy** That's cool. How do you like it?
- Derek** It's OK. I'm on my feet all day, so I'm always tired. What do you do?
- Amy** I'm a dancer.
- Derek** A dancer! How exciting!
- Amy** Yeah, it's great! I work with incredible people.
- Derek** That sounds really nice. But is it difficult?
- Amy** A little. I'm on my feet all day, too, but I love it.



B Listen to the rest of the conversation. Who does Amy travel with? Who does she meet in other cities?

5 GRAMMAR FOCUS

Simple present Wh-questions and statements

What do you do?	I'm a student. I have a part-time job, too.
Where do you work?	I work at a restaurant.
Where do you go to school?	I go to the University of Texas.
What does Amy do?	She's a dancer.
Where does she work?	She works at a dance company.
	She travels , too.
How does she like it?	She loves it.

I/You	He/She
work	works
take	takes
study	studies
teach	teaches
do	does
go	goes
have	has

GRAMMAR PLUS see page 133

A Complete these conversations. Then practice with a partner.

- A:** What do you do ?

B: I'm a full-time student. I study the piano.

A: And do you to school?

B: I to the Brooklyn School of Music.

A: Wow! do you like your classes?

B: I them a lot.
- A:** What Tanya do?

B: She's a teacher. She an art class at a school in Denver.

A: And what about Ryan? Where he work?

B: He for a big computer company in San Francisco.

A: does he do, exactly?

B: He's a web designer. He fantastic websites.

- A:** What Bruce and Ivy do?

B: They at an Italian restaurant. It's really good.

A: That's nice. is Ivy's job?

B: Well, she manages the finances and Bruce in the kitchen.
- A:** Where Ali work?

B: He at the university. He a part-time job.

A: Really? What he do?

B: He office work.

A: How he like it?

B: Not much, but he some extra money to spend!

B PAIR WORK Ask your partner questions like these about work and school. Take notes to use in Exercise 6.

What do you do?
Do you go to school or do you have a job?
How do you like . . . ?
Do you study another language?
What's your favorite . . . ?
What does your best friend do?

C CLASS WORK Tell the class about your partner.

"Regina goes to Chicago University, and she has a part-time job, too. She likes . . ."



6 WRITING A biography

A Use your notes from Exercise 5 to write a biography of your partner. Don't use your partner's name. Use *he* or *she* instead.

My partner is a chef. She works in a very nice restaurant near our school. She cooks Italian food and bakes desserts. She likes her English classes a lot. Her favorite activities are speaking and vocabulary practice. She studies another language, too ...

B CLASS ACTIVITY Pass your biographies around the class. Guess who each biography is about.



7 CONVERSATION I work in the afternoon.

A Listen and practice.



KRISTINA I need to go to National Bank downtown, please. I'm late for a meeting.



TAXI DRIVER No problem. What time is your meeting?



KRISTINA In 10 minutes! I don't usually work in the morning.



TAXI DRIVER Really? What time do you usually go to work?



KRISTINA I work in the afternoon. I start at one.



TAXI DRIVER That's pretty late. Do you like to work in the afternoon?



KRISTINA Yes, I do. I work better in the afternoon. I finish at seven or eight, then I go home and eat dinner at around 10:30.



TAXI DRIVER Wow, you have dinner late! I go to bed every night at 8:00.



KRISTINA Really? That seems so early!



B Listen to the rest of the conversation. What time does the taxi driver start work? What time does he finish?

8 PRONUNCIATION Syllable stress

A Listen and practice. Notice which syllable has the main stress.

• •
dancer

• • •
salesperson

• • •
accountant

B Which stress pattern do these words have? Add them to the columns in part A. Then listen and check.

carpenter musician firefighter reporter server tutor

9 GRAMMAR FOCUS



Time expressions

I get up	at 7:00	in the morning	on weekdays.
I leave work	early	in the afternoon	on Thursdays.
I go to bed	around eleven	in the evening	on weeknights.
I get home	late	at night	on weekends.
I stay up	until midnight	on Fridays.	
I exercise	before noon	on Saturdays.	
I wake up	after noon	on Sundays.	

Expressing clock time

7:00
seven
seven o'clock
7:00 A.M. = 7:00 in the morning
7:00 P.M. = 7:00 in the evening

GRAMMAR PLUS see page 133

A Choose the correct word.

- I get up **at** / **until** six **at** / **on** weekdays.
- I have lunch **at** / **early** 11:30 **in** / **on** Mondays.
- I have a snack **in** / **around** 10:00 **in** / **at** night.
- In** / **On** Fridays, I leave school **early** / **before**.
- I stay up **before** / **until** 1:00 A.M. **in** / **on** weekends.
- I sleep **around** / **until** noon **in** / **on** Sundays.
- I have dinner **at** / **in** 7:00 **at** / **on** weeknights.
- I read a book **after** / **before** I go to sleep.
- In** / **On** weekends, I go to bed **in** / **at** 1:00 A.M.
- In** / **On** Thursdays, I leave work **at** / **in** 9:00 P.M.
- I work **late** / **until** on Wednesdays.
- I study **around** / **until** 11:00 **after** / **early** dinner.

B Rewrite the sentences in part A so that they are true for you. Then compare with a partner.

C PAIR WORK Take turns asking and answering these questions.

- Which days do you get up early? late?
- What's something you do in the morning?
- What's something you do before English class?
- What's something you do on Saturday evenings?
- Which days do you stay up late?
- Which days do you go to bed early?
- What do you do after dinner on weeknights?
- What do you do after lunch on weekends?

10 LISTENING What hours do you work?



A Listen to Aaron, Madison, and Kayla talk about their daily schedules. Complete the chart.

	Aaron	Madison	Kayla
Job	carpenter		
Gets up at . . .		7:00 a.m.	
Gets home at . . .			
Goes to bed at . . .			

B CLASS ACTIVITY Who do you think has the best daily schedule? Why?

11 INTERCHANGE 2 What we have in common

Find out about your classmates' schedules. Go to Interchange 2 on page 115.